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## EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

IN his report of Harvard College, 1902-3, President Eliot makes a very interesting examination of the sources of the supply of the six hundred or

*A COMPARISON OF THE SOURCES OF SUPPLY OF STUDENTS FOR HARVARD COLLEGE* more students who each year enter the various classes of that college. They come from public high schools, academies and other endowed schools, and private schools, some two hundred schools in all. The interesting question for us is the relative proportion of students going to Harvard from the public high schools as compared with the other schools, and the comparative success of these students at the admission examinations. The president reports that about 30 per cent. are from the high schools, and gives a table of percentages based on the records at the admission examinations of last June, of boys who came from schools which have sent at least one boy to Harvard College in each of the last three years. There were thirty-nine such high schools, of which twenty sent not more than two boys each into that college last June.

	Honors (Grade A or B) Per cent.	Unsatisfactory (Grade D) Per cent.	Failures (Grade E or F) Per cent.	Total No. of Answer Books
Public high schools.....	16	36	15	1,217
Academies and endowed schools.....	12	37	22	866
Private day schools.....	11	39	21	585

Such a table as this may not prove much, but it certainly is very suggestive as to the change that is rapidly taking place in the very section of the country that is most likely to resist that change. Here, in the stronghold of the academy and the private school, the public high school is winning its way and showing clearly that it can prepare students for Harvard College as well as—if not better than—these institutions which are supposed to have a monopoly of the education of the East. There could not be a more excellent illustration, for Harvard is one of the few colleges that holds tenaciously to its own system of examinations, and thus the work of the public high school is visibly increased, and it enters the field under a severe handicap.

A second table compares the results of the students from the two kinds of endowed schools—the academies, like Phillips Andover or Phillips Exeter, and the boarding schools, like St. Mark's School or the Hotchkiss School—

and the boys from the academies did a little the better. Both sets of schools, however, were less successful than the public high schools.

A third method of comparison brought together the students from these schools when about to graduate from Harvard College, and the doctrine of the survival of the fittest had a chance to be considered. In June last, 172 men took the degree of bachelor of arts with distinction. Of these, 84 came to college from public high schools, 44 from academies and endowed schools, 33 from private schools, and 12 from other colleges.

The president concludes his examination by saying that these results show that the product of the public school has more character and power of work than the product of the other schools; that, while it is probably true that the public-school boy has stronger inducements to exert himself than the other boys have, yet that is one of his advantages which is likely to serve him well till maturity and beyond.

It certainly is encouraging to those who are identified with public-school work to have such testimony from the president of Harvard College, and, while we recognize the limitations of such an investigation we cannot ignore its significance.

ONE of the most useful publications of that useful educational department, the University of the State of New York, is the annual review of the

*LEGISLATION AFFECTING HIGH SCHOOLS DURING 1903* school legislation of the year compiled by Mr. James Russell Parsons, Jr. From that we are selecting the laws relating to secondary education as being of most interest to our readers.

Colorado passed a law under which union high-school districts may be formed in fourth- and fifth-class counties; Minnesota and North Dakota framed provisions allowing adjacent school districts to combine for the support of a graded or high school; Wisconsin's joint-high-school act was so amended as to unite with a free-high-school district a town or village created within the territory of that district; South Dakota provided for establishing township high schools. California in 1902 passed a constitutional amendment by which a special state tax for high schools was levied, and last year the legislature authorized an annual tax of \$15 for each high-school pupil, two-thirds to be apportioned pro rata, the rest irrespective of the number of pupils; Florida aids two-year high schools by giving \$360 each for three years, four-year high schools \$600 each for three years; Minnesota adds one-half to its allowance of \$500 to high schools giving special instruction in certain branches; and North Dakota raises the annual apportionment for high schools from \$4,000 to \$10,000.

Connecticut provides that towns which support no high school shall pay for the transportation of students to accredited schools, the state repaying one-half, and further, that high schools in which non-resident students are instructed at the expense of the state must be approved by the state board of education. Maine provided for the payment of tuition, not to exceed \$30

a year for each pupil, by such towns, they being entitled to partial reimbursement by the state; New Hampshire limited to \$40 the annual sum which a town may pay for students attending high school outside its limits, and gave authority to contract with an approved academy within its limits for instruction; New York appropriated \$100,000 for the tuition of non-resident high-school pupils from districts not maintaining an academic department; Michigan empowered school districts to pay for tuition and transportation of pupils who have completed the eighth grade; South Dakota declared by law that academic students living in a district which supports no secondary school may attend such in a neighboring district at the expense of the home district.

ONE of the most significant occurrences in the history of education in this country is the completion of thirty-five years of active service on the part of *THE CELEBRATION OF THE SEVENTIETH BIRTHDAY OF PRESIDENT CHARLES W. ELIOT OF HARVARD UNIVERSITY.* Charles W. Eliot as president of Harvard University. Called to this responsible position at the age of thirty-five, the celebration of his seventieth birthday marks a very interesting division of his life. On this occasion a letter was sent him, signed by ten thousand Harvard men, expressing in admirable terms the sentiments, not only of men of Harvard, but also of all persons in the United States who have an interest in the work of education. We cannot express better our estimate of his influence than by reproducing the letter.

*Dear Mr. President:*

As with undiminished power you pass the age of seventy, we greet you. Thirty-five years ago you were called to be president of Harvard College. At the age of thirty-five you became the head of an institution whose history was long, whose traditions were firm, and whose leading counselors were of twice your age. With prophetic insight you anticipated the movements of thought and life; your face was toward the coming day. In your imagination the college was already the university.

You have upheld the old studies and uplifted the new. You have given a new definition to a liberal education. The university has become the expression of the highest intellectual forces of the present as well as of the past.

You have held from the first that teacher and student alike grow strong through freedom. Working eagerly with you and for you are men whose beliefs, whether in education or in religion, differ widely from your own, yet who know that in speaking out their beliefs they are not more loyal to themselves than to you. By your faith in a young man's use of intellectual and spiritual freedom you have given new dignity to the life of the college student.

The universities and colleges throughout the land, though some are slow to accept your principles and adopt your methods, all feel your power and recognize with gratitude your stimulating influence and your leadership.

Through you the American people have begun to see that a university is not a cloister for the recluse, but an expression of all that is best in the nation's thought and character. From Harvard University men go into every part of our national life. To Harvard University come from the common schools, through paths that have been broadened by your work, the youth who have the capacity and the will to profit by her teaching. Your influence is felt in the councils of the teachers and in the education of the youngest child.

As a son of New England you have sustained the traditions of her patriots and scholars. By precept and example you have taught that the first duty of every citizen is to his country. In public life you have been independent and outspoken; in private life you have stood for simplicity. In the great and bewildering conflict of economic and social questions you have with clear head and firm voice spoken for the fundamental principles of democracy and the liberties of the people.

More precious to the sons of Harvard than your service as educator or citizen is your character. Your outward reserve has concealed a heart more tender than you have trusted yourself to reveal. Defeat of your cherished plans has disclosed your magnanimity and your willingness to bide your time.

Fearless, just and wise, of deep and simple faith, serene in affliction, self-restrained in success, unsuspected by any man of self-interest, you command the admiration of all men and the gratitude and loyalty of the sons of Harvard.

THE secondary schools of France are divided into grades according to the amount and quality of the work done, the support given to the school, and the attendance. The first-grade schools, known as *lycées*, have recently had their salary schedules revised, and, in true French fashion, the subdivisions are many. The teachers are divided into six classes. In the lowest or sixth class the young teacher enters upon his work, and, if in Seine or Versailles, receives a salary of 5,000 francs; if in the provinces, only 3,200 francs, the difference being based upon the cost of living. In this class he must teach two years, when he will enter the fifth class, with salary of 5,500 and 3,600 francs, according as he is in the city or in the provinces. In this class he remains three years, when he is promoted to the fourth class, with an increase of 500 francs or 400 francs respectively. Four years in the fourth makes him eligible to the third, in which he must spend five years. On entering this he receives the usual "raise" of 500 or 400 francs. In the second class another five years must be passed, with the regular increase in salary; and then after nineteen years he is eligible for promotion to the first class, where, if teaching in Seine or Versailles, he will receive 7,500 francs; if in the provinces, 5,200 francs.